

## The State Chronicle

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THURSDAY, MARCH 27, 1890.

A GREAT SERMON FROM A GOOD  
TEXT.

There is no future for a people who do not educate their children in the best manner they can. Lack of interest in public education by a people augurs indifference to the best interests not only of the children of a community but to every other interest except selfish interests. Indifference is stagnation. Interest in private schools alone is to narrow the channel of blessings. If education is a good thing for the son of the humblest man who toils in Mr. Carr's great factory or drives the team afield on Mr. Tucker's splendid farm. That is the application of the great underlying principle in a Republic. In North Carolina we have not put that principle into the fullest practice partly because of our poverty, partly because of our indifference, and partly because all of our people have not believed in co-operative education. We believe that there is a brighter day ahead of us in the educational line. We expect before a great many years to see an efficient public school in every district in the State. It is the imperative duty of every good citizen to hasten the coming of that day in every way in his power.

Seven-eighths of the white children, not to speak of our duty to the negroes, in North Carolina are absolutely dependent upon the public schools for what education they receive. It has long been our earnest conviction that, while our private schools have done and are doing much, practical and higher education depend upon the present success and growth of the best public school idea as illustrated in the graded schools of Raleigh, Goldsboro, Winston, Wilmington, Durham, Greensboro, Salisbury, Reidsville, Fayetteville and perhaps other towns in the State.

It is gratifying to us to publish to day, and we know it will be interesting and instructive to most of our subscribers to read "An Object Lesson in Education" from the able pen of Prof. Geo. T. Winston, of the University faculty. It is a strong, pointed and comprehensive article upon a timely topic. It is a great sermon drawn from every-day life. When such scholars as PROFESSOR WINSTON enter the fight earnestly for better public school facilities there can be no doubt as to the issue being in favor of Progress. For this article and his many pleas for the education and elevation of the great body of the people, Prof. WINSTON deserves the grateful thanks of every citizen of the State. His article is worthy of preservation.

## THE MONEY QUESTION.

The simultaneous employment of the two precious metals is satisfactory and gives rise to no complaint. Whether silver or gold dominates for the time being, it is always true that the two metals come together in forming the monetary circulation of the world, and it is the genius mass of the two metals combined which serves as the measure of the value of things. The suppression of silver would amount to a veritable destruction of values without any compensation.—Baron Rothschild.

WYOMING wants to be admitted as a State. The chief objection raised to it is that Wyoming's Constitution gives to women in the future, as it has in the past, the right to vote. DELEGATE CARNEY replying to that objection is quoted as saying:

"Woman suffrage has been the rule in Wyoming for scores of years. Woman have exercised the right as intelligently and as wisely as man. It has broken up no home. Woman is as lovely there as elsewhere, and has not lost any of her admirable qualities. It has elevated her. Man pays more consideration to her wishes. She now wants the privilege, and man is willing and anxious that she should have it. No State has ever been refused admission because of extended suffrage."

A CASE was argued before the Supreme court in Raleigh this week in which the nephew of the great Napoleon figured as the plaintiff. It was a suit in regard to gold mining interests when Mr. Chas. Jerome Bonaparte, of Baltimore, had purchased.

Lewis Yarbrough, who makes a living selling canes of his own make, curiously cut and carved, some time past sent one of his prettiest canes to Mr. Cleveland, not expecting more than the thanks of the ex-President. He was surprised some time afterward, to receive a check from Mr. Cleveland for \$50 as an evidence of his appreciation.—Twin City Daily.

## AN OBJECT LESSON IN EDUCATION.

"Ye Shall Know Them by Their Fruits."

[Special Cor. of STATE CHRONICLE.]

CHAPEL HILL, N. C., March 24.—Your comments on the Blair Bill are encouraging to education. The bill is as dead as Hector. Southern pride and punctilio, Northern prejudice and selfishness, and the insatiable lobby have killed it. The educational problem is before us. We will solve it without Northern help. More time will be required and more effort, but we can and we must bear the burden. It would have been easier for us, had we been allowed to spend on education a portion of the hard earned money that we annually pay for pensions, for rivers and harbors, for public buildings, and for manufacturing enterprises of all sorts that claim our enforced bounty.

What is the trouble? Are we too poor to educate? Or are we unwilling to educate? I heard the matter discussed the other day by a typical group. The sentiments were somewhat as follows:

CAUTIONER: I am sorry the public school is closed. My children were just beginning to learn.

WELL EDUCATED DOCTOR: If you ever expect your children to be of any account you will not send them to school. My observation is that education makes people lazy, worthless and unhappy. I've wasted thousands of dollars on my boys.

CARPENTER: I want my children to have a better chance than I've had.

CARPENTER'S BOY: I'd rather be a doctor than a carpenter. I'd like to cure people.

MERCHANT: If the public schools were really efficient, I would gladly support them, but they are now a waste of money.

DAY-LABORER: Why don't you vote more money to make them more efficient?

MERCHANT: I am opposed to teaching all the "ologies" and "onomies" in the public schools. I am opposed to taxing the poor man to teach the children of rich men.

RICH MAN: I never sent a child to the public schools, and never expect to. I can educate my own children at the best private schools.

MAN IN MODERATE CIRCUMSTANCES: I wish I could.

COUNTY EXAMINER: The negro children are taking more interest in the schools than the whites.

NEGRO BARBER: Them little nigger-school children is sassy as foxes, and aint no manner account.

LOCAL POLITICIAN: I'll never vote another cent for public schools until all the niggers are gone to Kansas.

As the life of one Christian is more edifying than much theologic speculation, so is the example of one community with good public schools more profitable than many educational disputations.

There is a community in North Carolina that has virtually solved the problem of public education and has pointed out the path of educational progress. It is Goldsboro. The experience of this community shows:

(1) That, as co-operation produces good results in government, in city improvements, in manufactures and in banking, so a community may secure the best education, the cheapest education and the most broadly diffused education by co-operation.

(2) That, as manufacturing establishments are successful only when managed by men skilful and experienced in such work, and as banking is successful only when managed by skilful bankers, so any successful system of public schools must be practically under the entire control of learned, experienced and faithful educators.

(3) That when a community unites in support of its public schools, when men of influence and property give aid and sympathy, when thoroughly qualified teachers are put in charge and allowed to direct the system for which they are held responsible, then an entire community, at a very reasonable cost, enjoys the blessings of an efficient mental training and a refining culture which otherwise had been accessible only to the children of the richest.

Prior to the establishment of the present public school system of Goldsboro the place had no school of any reputation. There were four white schools, three private and one public, all fairly good by comparison with similar schools in other towns and villages; but there was no common rallying ground for the spirit of education, nor could there be a definiteness of aim. Less than two hundred pupils were enrolled in the four schools. These schools have all disappeared. Goldsboro now has one large white graded school with a superintendent and eleven teachers and six hundred and sixteen pupils.

The school was very fortunate from the start. Mr. JULIUS A. BONITZ, one of the most progressive and public-spirited citizens of the place, warmly and persistently advocated its establishment, and nearly all the leading citizens seconded his efforts. As a rule, the wealthy men were for the school. It was organized in September, 1881. The local tax was two mills, and remained so, until the Dorch bill being declared unconstitutional, it was necessary to include the colored schools in the system. The tax was then increased to three mills, the present rate.

The best class of men have always been glad to serve on the school board, and

they have been elected solely for their fitness. The following are the present board: Messrs. CHAS. B. AYCOCK, chairman; HENRY LEE, treasurer; R. P. HOWELL, E. B. BORDEN, H. L. GRANT, W. C. MUNROE, JNO. H. HILL, D. CREECH and J. W. BARDIN. If any school in the State has a better board it is rarely blessed.

It need not be said that school boards, selected solely for fitness, have in turn selected superintendents and teachers on the basis of fitness. The first superintendent was Mr. E. P. MOSES, and there could not have been a wiser selection. His enthusiasm, his energy, his scholarship and his absolute devotion to the welfare and progress of his pupils really introduced a new power into the community, imparted to his fellow-teachers a rare zeal and strong enthusiasm for education which are essential to achieving the best results. A competent judge says: "Mr. MOSES was its founder and gave it its impulse, and but for him it could never have succeeded." His superintendency lasted four years.

Successor to Mr. MOSES was Mr. EDWIN A. ALDERMAN, who had served as principal under Mr. MOSES for three years, in charge of the High School Department, and whose superintendency lasted four years. Mr. ALDERMAN's connection with the school thus extended through seven years, and to him is due in very great measure its eminent success and popularity. A gentleman of fine talent, of strong character, of pleasing manners, eloquent, learned and enthusiastic, he is now impressing upon the whole State those principles of education, which, for seven years he practically applied in the Goldsboro Graded School. The next and present superintendent is Mr. JAMES Y. JOYNER, whose education, character and intellect render him a worthy successor of Messrs. MOSES and ALDERMAN. Other teachers have been connected with the school, whose names are honorably known throughout the State. Among them I may mention Mr. BERRY C. McIVER, now Superintendent of the Fayetteville Graded School, whose scholarship in Latin and Greek would bear comparison with any man of his age in the State; Mr. P. P. CLAXTON, now Superintendent of the Asheville Graded School; Mr. E. W. KENNEDY, now Superintendent of the Durham Graded School; and Mr. LOGAN D. HOWELL, now Principal of the High School Department of the Goldsboro Graded School, whose fine literary taste and excellent scholarship gave him prominence at the University. No wonder that the schools prospered under the guidance of such men. They were not only earnest, enthusiastic teachers, but well trained scholars, college graduates, living illustrations of the value of University culture. All the teachers of the school are worthy, but these have State reputations, and I mention them only to show how thoroughly the board of trustees were influenced by the test of fitness in making selections of teachers. It would be an injustice not to speak of the excellent services of Mrs. HUMPHREY, who has been with the school from the start.

The school board gave to the superintendent the entire management of the school, never interfering in any respect with his business. There are three departments of the school, each having three grades and requiring three years. They are the Primary, the Grammar School and the High School. Pupils enter at six years, unable to read or write. At fifteen, they are ready for the Freshman class in the University, the Sophomore class in the Colleges, or the Junior class in the Female colleges. There are now sixty-one pupils in Latin and eighty-one pupils in algebra. The Latin textbooks taught are Gildersleeve's Latin Primer, Harkness' Latin Reader, Harkness' Grammar, Caesar's Gallic War, Cicero's Orations and Horace's Odes. From a personal acquaintance with Messrs. E. A. ALDERMAN, B. C. McIVER and LOGAN D. HOWELL, who have successfully been in charge of the Latin instruction, and who had each previously received special Latin diplomas at the University for advanced work and honorable scholarship, I do not hesitate to say that any one of them is competent to teach Latin in any school, public or private, in the United States. The mathematical instruction embraces Algebra and Geometry. The English course includes Shakespeare, French, and Swinton's English Literature.

Pupils from the school have taken a high stand at the University, Trinity College, St. Mary's School, Peace Institute, Mt. Holyoke Seminary, (Mass.), Greensboro Female College, and Statesville Female College. Mr. ROBERT WILLIS, who completed only the eighth grade of the school and therefore lacked one year of graduation, entered Trinity College last fall and received the prize for the best entrance examination. Mr. GEO. P. HOWELL, who received his training entirely at this school, was one of the best prepared students in his class at the University, kept at the head of his class in scholarship, passed the best competitive examination in his Congressional district for an appointment to West Point, received the appointment, and is now at the head of his class in scholarship. It has sent four pupils to the University who were able to enter the Sophomore class in English.

No wonder that a whole community earnestly rallies around such a school. No wonder that, when the Dorch bill was declared unconstitutional and the school was about to close, the citizens of the town eagerly furnished the necessary money. The largest taxpayers in town, Messrs. H. WEIL & BROS.,

were the largest subscribers to the voluntary school fund. No wonder the little children ran around from poll to poll on election day and begged the voters to keep up their school by an increase of taxation. O, for the spirit of Goldsboro throughout North Carolina! Popular education would then be an accomplished fact.

It is not easy to estimate the influence of such a school. Of the character of its Faculty I have already spoken. From its pupils it has furnished the State thirty-four teachers. A very intelligent observer says in regard to the moral and social power of the school: "The school has more than any other influence, brought all classes, creeds and sects into union and sympathy. Goldsboro is today, I confidently believe, freer from small notions of caste and class and more broadly and kindly democratic than any other town of my knowledge in North Carolina." The school has a large and select library, and the pupils are encouraged to read and to love good books. That warm and staunch friend of the school, Mr. H. WEIL, has made generous donations to the library. The report of SUPERINTENDENT ALDERMAN to Hon. S. M. FINGER may suggest the moral influence of such a school in a large community of children, whose parents are usually too busy to supervise their daily moral and intellectual growth. He says: "No effort is left untried to impress ethical lessons upon the children; to teach the beauty and bravery of truth and a regard for whatsoever things are pure and lovely and of good report." The school is an earnest and an honorable effort by an intelligent community to improve its moral and intellectual status by educational culture. This culture is offered to every child with a brain to think and a soul to aspire. The very poor are even assisted by a special fund in buying books. What noble philanthropy! How much more practical than sending socks to Shanghai or breeches to Africa. A friend of the school writes: "There is no adequate reason why the poorest child in Goldsboro should not be prepared for college or thoroughly fitted for business life."

One of the best things about such a system is its cheapness. The cost of tuition per pupil last year was only a dollar and three cents a month. "There are very few men in Goldsboro," says a citizen, "who have children, whose taxes amount to what regular tuition would be." A gentleman who has seen the town under both systems says: "Given the same amount of money, you can educate four times as many children under this system, and do it much more effectively, than by having a little church school on every block, without harmony or supervision or definite aim."

The influence of the school upon higher education has been marked. "Seven years ago," says Supt. ALDERMAN in 1888, "but few girls and boys of this city were at higher institutions of learning. To-day the graduates of our High School Department may be found at nearly every college, male and female, in this State and in higher institutions of the North. I feel sure I speak the truth when I say that there is a quickening of ambition and aspiration among both children and parents, which may be traced to the influence of our High School." The school has sent over sixty pupils to higher institutions of learning during the last eight years.

It is feared by many that the graded schools will destroy the private schools. This is precisely what has happened in Goldsboro, to the great glory and satisfaction of everybody concerned. What is the objection to a better school system supplanting one that is inferior? The teachers of the private schools in Goldsboro were transferred to the Graded school, where their work was rendered more efficient for education, and more pleasant and profitable for themselves by affording them a better system and better opportunities. One of the most progressive educators in the South, an honor to North Carolina, himself the proprietor of a school of national repute, writes me: "There is no conflict between public education and private. There will always be people who will patronize the best private schools. The private schools will take care of themselves, and the public schools will take care of themselves."

Notwithstanding the establishment of a dozen graded schools in our State, the leading private schools are more flourishing than ever before in their history. The Horner School, the Bingham School, Oak Ridge College, Raleigh Academy, the Davis School, Peace Institute, St. Mary's, &c., all report increased attendance and steady growth.

There is an honest doubt in the minds of some people as to whether the graded schools really furnish a good mental culture. Given a generous sympathetic community, a school board elected solely for fitness, an intelligent, untrammelled Superintendent, and a Faculty competent, enthusiastic and faithful, and the question is solved. Goldsboro has solved it for North Carolina. Any state that can commend in behalf of education the services of such men as S. M. FINGER, E. A. ALDERMAN, C. D. and B. C. McIVER, M. C. S. NOBLE, J. Y. JOYNER, LOGAN D. HOWELL, the BLAIRS, and E. P. MOSES, and of ladies representing our best culture and refinement, any State that has this talent and character at its service need not despair of public education.

"I wish you could see my class in Horace," writes LOGAN D. HOWELL. "They seem delighted with it. Their interest in their Latin has been multiplied greatly. It is not too hard. I find them very appreciative." How preloious and inspiring is the enthusiasm of a man of talent and culture! Mr. HOWELL's elementary class began Latin last fall. In February he gave them as a special exercise the translation of the prayer of Mary, Queen of Scots. The following are the original prayer and the translation made by a young girl of humble family and circumstances:

O Domine Deus! O Lord God  
Speravi in te: I have trusted in thee;  
O care mi fides! O my dear Jesus,  
Nunc libera me: Now liberate me;  
In dura catena, In cruel chains,  
In misera poena, In miserable pains,  
Desidero te: I long for thee.  
Languendo, gemendo,  
In meaning, in groaning  
Et gemitendo. And bearing the knee  
Adoro, imploro: I adore thee, I implore thee  
Ut libera me! O liberate me!

Who can estimate the value of such culture? Is it not better, even for the laborer's daughter, than snuff dipping and scandal?

—GEO. T. WINSTON.

It is intimated that a large colored school will be located in Oxford supported by money from the North.—Oxford Ledger.

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A gain in market values of	54,973.03
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A gain in income of	\$85,881.71
A gain in new business of	\$86,784.03
A gain in insurance of	4,095,511.00
A gain in assets of	7,765,415.50